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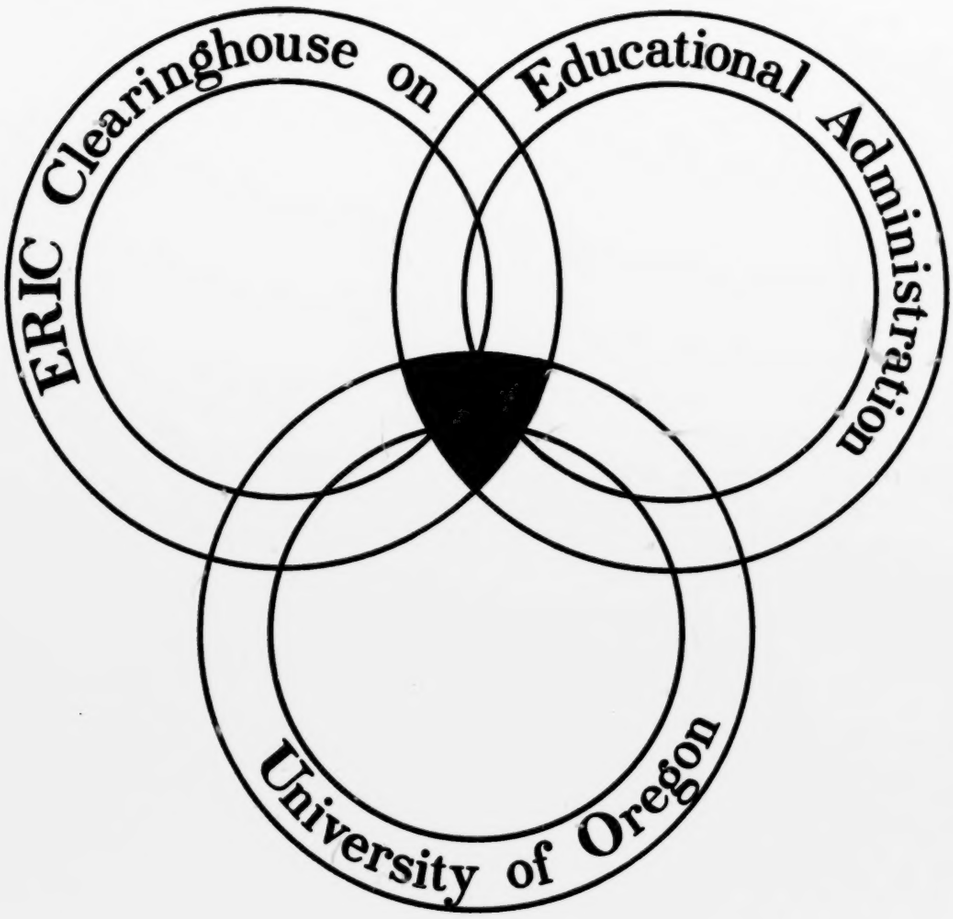

BIBLIOGRAPHY OF SCHOOL LAW DISSERTATIONS 1952-1968

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Bibliography of School Law Dissertations

1952-1968

compiled by

M. Chester Nolte

April 1969

ERIC Clearinghouse on
Educational Administration
University of Oregon
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Bibliography Series, Number Thirteen

PREFACE

The Educational Resources Information Center (ERIC) is a national information system operated by the U.S. Office of Education. ERIC serves the educational community by disseminating educational research results and other resource information that can be used in developing more effective educational programs.

The ERIC Clearinghouse on Educational Administration (ERIC/CEA), one of 19 such units in the ERIC system, was established at the University of Oregon in 1966. The Clearinghouse collects, indexes, and abstracts documents concerned with the leadership, management, and structure of public and private educational organizations on the elementary and secondary education levels. Documents processed by ERIC/CEA are announced together with documents processed by the other ERIC clearinghouses in Research in Education (RIE), ERIC's monthly index and abstract catalog. RIE is available in many libraries and by subscription for $21 a year from the U. S. Government Printing Office, Washington, D.C. 20402. Most of the documents listed in RIE can be purchased through the ERIC Document Reproduction Service, operated by the National Cash Register Company.

In addition to acquiring and processing documents, the Clearinghouse has another major function, that of information analysis and synthesis. ERIC/CEA prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies in its educational area.

This bibliography is the first information analysis product that has been prepared by an outside expert commissioned by the Clearinghouse. The compiler, Dr. M. Chester Nolte, has for years made an avocation of collecting doctoral dissertations in the field of school law. Dr. Nolte is Professor of Education and Chairman of the Department of School Administration in the School of Education, University of Denver.

University Microfilm order numbers and prices for those dissertations listed in Dissertation Abstracts were added by Clearinghouse staff member Kay Seeborg.

FOREWORD

Some men collect coins, others, ivory elephants, but who ever heard of a collection of school law dissertations? Strange as it may seem, the 503 dissertations contained in this bibliography are the result of some fifteen years of avid activity on the part of the compiler. No source was too remote, no hour too late, no lead too difficult to deter or stay the hardy collector in the pursuit of his hobby. Over the years, his collection grew and waxed great, filling several file boxes. Great was the joy when some stray bit of information filled the standard information card on some hitherto unfulfilled bibliographical entry. The therapeutic value of the collection is therefore established, at least insofar as the compiler was concerned.

Howsoever, such a collection as is contained herein has not only a therapeutic value to its collector, but, perhaps, a practical value as well. It is not anticipated that the publication of this collection will start a full-blown movement--yes, even a stampede--to begin the collection of bibliographical entries on the subject of law and education. While there might be some value in trading an entry of 1930 for two 1967's, the purpose of this list is quite otherwise. It is the hope of the compiler that from these entries and others which will most certainly follow, may come the beginnings of a recognition of the mounting importance of school law in the life and times of school administrators, teachers, and school attorneys throughout the country. It is no coincidence that many of the solutions to hard educational problems may be explored in the realm of law. The church-state controversy, school desegregation, the handling of problems of teacher and student militancy, and the relentless drive towards freedom for all men find their roots in the law. When these basic rationales are applied to the field of education, the battleground on which these controversies are being fought out, inch by inch, one can only wonder why it took us so long to adopt and adapt these principles to our daily lives in education. But this will take research in order that men may know what is of most worth from the field of law, and to what extent the law may offer solace and direction in the battle for the nation's schools.

Research in the law is not easy, nor generally practiced. Practically the only research, except for that now funded under grants from private foundations, is to be found in the dissertations on the subject of the applicability of the law to problems in education, a meager and in some instances desolate attempt to do something in an interdisciplinary way before it is too late.

These dissertations offer little to the weary educator or attorney unless they are perused, a proposition depending upon location of the entry, then

obtaining it, and finally applying it to some real problem in the educational arena. While it must be recognized that some of the entries are far from startling research, and some are redundant and even inane, nevertheless, the list has much to recommend it. Several of the ideas which started out as doctoral dissertations wound up in book form and have been widely, even eagerly, read by struggling administrators. There seemed, therefore, to be some logic in compiling the listing because of its currency, its relevancy, and its applicability to the problems which face us all as educators and shapers of the future.

A word about the entries. The standard item entry contains the last and first names of the author, the title of his report, the institution of matriculation of the author, and the year of completion. In addition, for those dissertations which have been listed in Dissertation Abstracts (D.A.), the number of pages of the report and the volume and page number of D.A. where one may find an abstract of the report are cited. Reproductions of the dissertations listed in D.A. can be purchased from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103. The order number and price of the dissertation in microfilm (m) and paper copy (x) are cited in parentheses.

Unfortunately, not all the entries can be so conveniently located, and here some other technique must be employed. Usually the only source of a dissertation not listed in D.A. is the library of the institution where it was completed. A copy of the dissertation may sometimes be obtained on loan from the library. Where the entry is followed by an asterisk (*) the indication is that the dissertation listed was reported as underway at that particular institution, but it is not a certainty that it was ever completed. Further exploration, or direct correspondence with the author or his institution will serve to establish what happened to the project.

I am greatly indebted to my many friends in the National Organization on Legal Problems in Education, and especially to Dr. Marion McGhehey, who is executive secretary of this group, for support and guidance in the collection of these titles. In 1964, and again in 1966 and 1968, the organization published piecemeal listings of some of these dissertations, but there was no logical organization to the listings except by years of publication. In essence, the current list contained herein is a compilation of these three prior lists, together with several additional entries which came to my desk as the work progressed.

In the field of school law, a growing literature and limited research attests to the waxing importance of the application of the law to educational problems. The publication of a part of this literature related to both theory and practice may, hopefully, serve a useful purpose at this particular time in space.

M. CHESTER NOLTE

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1952-1968

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